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THE PUBLIC JUNIOR COLLEGE ADULT EDUCATION ADMINISTRATOR.

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IN A NATIONWIDE STUDY OF THE RESPONSIBILITIES, CHARACTERISTICS, AND BACKGROUND OF ADULT EDUCATION ADMINISTRATORS IN PUBLIC JUNIOR COLLEGES, QUESTIONNAIRE RESPONSES FROM 126 ADMINISTRATORS (OF A POPULATION OF 127) WERE ANALYZED. THE TYPICAL POSITION WAS LOCATED IN ONE OF FIVE STATES, HAD BEEN CREATED SINCE 1960, WAS EXCLUSIVELY ADMINISTRATIVE, AND WAS IN A "DIRECT LINE" RELATIONSHIP TO THE INSTITUTION'S CHIEF ADMINISTRATOR. THE TYPICAL ADMINISTRATOR (1) WAS A MALE, (2) WAS FROM 40 TO 59 YEARS OF AGE, (3) WAS AS LIKELY TO HAVE BEEN A TEACHER AS A COLLEGE ADMINISTRATOR IMMEDIATELY BEFORE HIS PRESENT POSITION, (4) HAD AT LEAST A MASTER'S DEGREE, AND (5) WAS APPOINTED FROM WITHIN THE INSTITUTION OR FROM A PUBLIC SCHOOL. WHILE EDUCATION AND ADMINISTRATION ACCOUNTED FOR ALMOST HALF OF THE RESPONDENTS' DEGREES, JUNIOR COLLEGE AND ADULT EDUCATION ADMINISTRATION WERE NOT COMMON FIELDS OF PREPARATION. THE FINDINGS RAISE QUESTIONS ABOUT THE ADEQUACY OF CURRENT EDUCATIONAL AND EXPERIENTIAL TRAINING FOR SUCH POSITIONS, AND ABOUT THE RELATIONSHIP OF AN ADMINISTRATOR'S BACKGROUND TO THE QUANTITY AND QUALITY OF THE PROGRAM HE ADMINISTERS. (WO)

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THE PUBLIC JUNIOR COLLEGE ADULT EDUCATION ADMINISTRATOR

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

by

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Introduction

How widespread is the practice of employing adult education administrators in public junior colleges across the nation? Where such administrators have been employed, what responsibilities do they assume?--What educational and professional experiences do they bring to the job? Sound answers to these and other related questions are vitally important as indicators of the degree to which junior colleges are prepared to effectively respond to ever-increasing societal demands for more and better adult education. These demands have sprung forth from a newly recognized need for continuing education in our rapidly changing world. Passage of the Manpower-Retraining Act and the Economic Opportunity Act serves as evidence that the American people, through their Federal Government, have recognized this need for continuing education at a time when changes in knowledge and technology, size and composition of the population, patterns of work and leisure and changes in value systems are occurring at a pace never before matched in history.

It is anticipated that the findings of the research herein reported will, at least in part, furnish answers to the question posed above. The authors are fully aware, however, that the major contribution of this

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article may well be that of stimulating further research in the area of Junior College Adult Education.

Procedures

The authors are indebted to Dr. Raymond E. Schultz[1] who collected, in the process of completing a nation-wide predictive study on junior college administrative needs,[2] the data for this article. In 1963, Schultz requested from the chief administrators of all public junior colleges in these United States (400) the names and titles of individuals constituting their administrative staffs. Of the 394 responding institutions, 61 were deleted in the name of uniformity. Five of these 61 institutions eliminated were being administered by acting presidents, 22 were two-year normal schools, 11 were extension centers of universities, 19 were Negro colleges, and finally, four of the 61 institutions were in the process of converting to four-year institutions.

Chief administrators of the remaining 333 institutions identified 127 adult education administrators to serve as a population base.[3] Data of a job situational and personal nature were subsequently secored (via mailed questionnaires) from 126 of these 127 individuals. These data are tabulated and/or discussed in the paragraphs that follow.

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[1]Dr. Raymond E. Schultz is a Professor of Higher Education at the Florida State University and Co-Director of the Southeastern Regional Junior College Leadership Program.

[2]The results of this study appear in a pamphlet entitled, Administrators for America's Junior Colleges: A Prediction of Need 1965-1980. This pamphlet can be obtained for $.50 a copy from the American Association of Junior Colleges, 1777 Massachusetts Ave., N. W., Washington, D. C.

[3]The authors isolated the 127 adult education administrators from a much larger list of administrative staff members by the titles they were given. Although title variations were numerous, most of them were referred to as either deans, directors or coordinators of either adult, evening, or extension programs.

Findings

The data collected from adult education administrators were of two major types. The first type focused upon the administrative position, (geographic location, year position was assumed, rationale for position becoming available, line of authority, and division of responsibility); whereas, the second type focused upon the administrator who had assumed the position (sex, age, professional experience, and educational background.).

The Administrative Position

The 126 responding administrators held positions in 101 institutions (30.3 per cent of the 333 responding public junior colleges) located in 21 different states. As revealed in Table 1, three-fourths of these positions were distributed among five states, (California, Florida, New York, Texas and Michigan) and approximately one-third (34.9 per cent) were located in California alone. The disproportionate share of positions located in California could have been expected, since there are a relatively large number of public junior colleges located in that state.

TABLE 1

STATES IN WHICH ADMINISTRATIVE POSITIONS WERE LOCATED

State	Number	Per Cent
California	44	34.9
Florida	15	11.9
New York	14	11.1
Texas	14	11.1
Michigan	8	6.3
Other states (16)	31	24.7
Total	126	100.0

Tenure in the administrative positions ranged from one to 23 years (Table 2). Approximately one-half (51.9 per cent) of the positions, however, were assumed within a four year period prior to the study, and 82.6 per cent were assumed within a similar eight year period. Although not revealed in Table 2, 1961 was the single year in which the largest portion (20.6 per cent) of positions were assumed.

TABLE 2

YEARS ADMINISTRATIVE POSITIONS WERE ASSUMED

Year	Number	Per Cent
1940-1944	1	0.8
1945-1949	7	7.1
1950-1954	12	9.5
1955-1959	39	30.7
1960-1963(4 years)	67	51.9
Total	126	100.0

Apparently a large portion (41.3 per cent) of the 126 administrative positions studied were newly created for the individuals who held them at the time of the study (Table 3). The remaining 58.7 per cent of the positions were, of course, handed down from predecessors who were either promoted within the system (22.2 per cent), resigned to accept another position (17.5 per cent), retired (9.5 per cent), were released (2.4 per cent) or for some other reasons relinquished their positions (7.1 per cent).

TABLE 3

REASONS ADMINISTRATIVE POSITIONS BECAME AVAILABLE

Reason	Number	Per Cent
First person to hold position	52	41.3
Predecessor promoted within institution or system	28	22.2
Predecessor resigned to accept another position	22	17.5
Predecessor retired	12	9.5
Predecessor was released	3	2.4
Other reasons	9	7.1
Total	126	100.0

Duties which were outlined for the 126 positions varied, but as can be observed in Table 4, almost three-fourths (73.8 percent) of the positions were exclusively administrative in their demands. Although not revealed in Table 4, teaching was the most common supplemental duty allocated to the 33 positions which were less than full-time administrative positions. Another related matter which has not been tabularly presented is the line of authority established in fulfilling the duties allocated. In the majority of cases (68.3 per cent), the adult education administrator was directly responsible to the institution's chief administrator. The second largest group (21.4 per cent) was responsible to an academic or college dean, and finally, only 10.3 per cent were responsible to boards of some type or to vice presidents.

TABLE 4

PORTION OF TIME ALLOCATED TO ADMINISTRATIVE DUTIES

Time	Number	Per Cent
Full-time	93	73.8
3/4 time	17	13.5
1/2 time	7	5.6
1/4 time	9	7.1
Total	126	100.0

The Administrator

A highly disproportionate share (92.9 per cent) of the 126 adult education administrators studied were male which may well be a reflection of the fact that educational administration is still generally regarded as a "man's job." In addition, study of Table 5 reveals that respondents were quite normally distributed over the 29 to 69 age range with a slight skew in the "older age" direction. For instance, a somewhat smaller portion of cases than could be expected fall in the 40-49 age range (42.8 per cent); whereas, a somewhat larger portion than would be expected fall in the 50-59 age range (31.0 per cent) and in the 60-69 age range (11.9 per cent) respectively.

TABLE 5

AGE DISTRIBUTION OF ADMINISTRATORS

Age Range	Number	Per Cent
29 or under	1	0.8
30-39	17	13.5
40-49	54	42.8
50-59	39	31.0
60-69	15	11.9
Total	126	100.0

Tables 6, 7 and 8 are concerned with the previous work experiences of the 126 administrators involved in the study. Previous positions once and twice removed from present positions were examined with reference to type (Table 6), and institutional base (Table 7).

Examination of Table 6 reveals that over half of the administrators (55.5 per cent) had secured administrative experience of some type immediately before assuming their current cuties. A smaller portion (31.8 per cent) had administrative experiences which were twice removed from their present positions. This over-all reduction in percentage can be further isolated as primarily a reduction in the portion securing college level administrative experience from the first previous position (35.8 per cent) to the second previous position (14.3 percent). The data in Table 6 further indicate that a relatively large portion of the respondents have had teaching experience. As may have been expected, a sizable portion (37.3 per cent) of the Administrators were hired directly from the teaching ranks. Apparently an even larger portion possessed teaching experience as reflected by the 45.2 percent who reported teaching as their second previous position. Finally, a relatively small number of the respondents had recently been graduate students.

TABLE 6

PREVIOUS POSITIONS HELD BY INCUMBENT ADMINISTRATORS

Type of Previous Position	First Previous Position		Second Previous Position	
	No.	Percent	No.	Percent
Teacher or instructor	47	37.3	57	45.2
College administrative position	45	35.8	18	14.3
Elementary and secondary school administrative position	25	19.7	22	17.5
Graduate student	2	1.6	5	4.0
Other	7	5.6	14	11.1
Missing	0	0.0	10	7.9
Total	126	100.0	126	100.0

The institutions through which the adult education administrators have moved, or in which they had received their earlier experience are categorized in Table 7. It can be observed in this table that 41.2 per cent of the respondents were recruited from other positions or departments of the institutions in which they are now employed, while an additional 10.3 per cent were recruited from other junior colleges. This, of course, resulted in a total of 51.5 percent who moved from a position within a junior college to assume their current responsibilities. This over-all percentage dropped sharply to 23.9 percent when consideration was given to second previous positions. The second largest portion (31.0 per cent) of respondents were hired directly from elementary or secondary schools, and an even larger portion (42.0 per cent) whad been employed by such schools at an earlier point in their careers. A sizable percentage (11.1) also came directly from

senior colleges or universities and a relatively small percentage emerged from either state departments, government, business, or graduate schools.

TABLE 7

INSTITUTIONS IN WHICH PREVIOUS POSITIONS WERE HELD

Type of Institution	First Previous Position		Second Previous Position	
	No.	Percent	No.	Percent
Same institution	52	41.2	18	14.3
Another junior college	13	10.3	11	8.8
Senior college or university	14	11.1	21	16.7
School below college level	39	31.0	53	42.0
State department of education	3	2.4	0	0.0
Other (government, business, graduate school, etc., or missing)	5	4.0	23	18.2
Total	126	100.0	126	100.0

As a corollary to the above discussion, the reader's attention is now focused upon Tables 8, 9 and 10, wherein data on the administrators' formalized educational experiences are reported. The question of "highest degrees secured" (Table 8) as well as the question of "major area of study" (Table 9) and "year of degree acquisition" (Table 10) have been explored.

The data in Table 8 reveal that all of the 126 respondents had by 1963

received at least the baccalaureate degree. It is further indicated in Table 8 that 73.8 percent had managed to secure at least the master's degree and 21.4 percent had secured the doctorate by 1963. Although not tabulated, the authors did discover that only 2.4 percent of the respondents had acquired degrees from two-year institutions similar to the ones in which they were employed.

TABLE 8

HIGHEST LEVEL OF EDUCATION ACHIEVED

Level	Number	Percent
Bachelor's degree	6	4.8
Master's degree	93	73.8
Doctor's degree	27	21.4
Total	126	100.0

Major areas of concentration for first, second and third degrees achieved by the respondents are categorized in Table 9. Although none of the administrators received a first degree in Administration, more than one fourth (26.1 percent) had received a second degree and 16.6 percent a third degree in this area. It is recognized, however, that there may have been some blending of the administrative and educational categories; the latter being selected by 17.4 percent of the respondents as a first degree, 30.8 percent as a second degree and 4.0 percent as a third degree. Other professional areas, (business, nursing, law, etc.) constituted first degree specialization of a sizable portion (23.9 percent) of respondents as did

the pure sciences (math, biology, chemistry, physics, etc.). The humanities and the social sciences were also well represented, not only as first degree specializations (18.3 and 17.4 percent respectively) but also as second degree specializations (16.0 and 11.1 percent respectively).

TABLE 9

MAJOR AREA OF DEGREES RECEIVED

Major Area	First degree received		Second degree received		Third degree received	
	No.	Percent	No.	Percent	No.	Percent
Administration	0	0.0	33	26.1	21	16.6
Education	22	17.4	39	30.8	5	4.0
Other Professional Areas	30	23.9	7	5.6	0	0.0
Pure Science	26	20.6	7	5.6	3	2.4
Humanities	23	18.3	20	16.0	3	2.4
Social Sciences	22	17.4	14	11.1	2	1.6
No response	3	2.4	6	4.8	92	73.0
Total	126	100.0	126	100.0	126	100.0

The amount of time that the respondents had held their highest degrees ranged from one year to 36 years (Table 10); the majority, however, (69.0 percent) had received their highest degrees since 1949.

TABLE 10

YEAR IN WHICH HIGHEST DEGREE WAS RECEIVED

Year	Number	Percent
1963-1959	25	19.9
1958-1954	27	21.5
1953-1949	35	27.6
1948-1944	14	11.1
1943-1939	7	5.6
1938-1934	13	10.3
1933-1929	5	4.0
Total	126	100.0

Summary and Discussion

The purpose of this article was to summarize the findings of a study designed to characterize both the adult education administrative positions existing in public junior colleges across the nation and the administrators in these positions at the time of the study (1963). The authors were extremely fortunate in that they were able to secure data on 126 of 127 administrators identified.

The 126 respondents held positions in 101 different public junior colleges located in 21 different states. The typical position was located in either California, Florida, New York, Texas or Michigan; was filled by a respondent since 1960; was created just prior to being filled by a respondent; was exclusively administrative; and was established in a "direct line" relationship to the institution's chief administrator.

The above findings seem to be reflecting the growing importance of and interest in adult education as a national movement and as a movement within public junior colleges. Furthermore, the authors present these findings in support of the proposition that public junior colleges are "tooling up" to share the monumental task of providing continuous educational experiences for an adult citizenry living in a world of rapid change. Will junior colleges "tool-up" rapidly enough? Will the shared effort be effectively extended and well coordinated with the efforts of other institutions? What can and should the junior college do as their share of the adult education task? These are questions still to be answered.

The typical public junior college adult education administrator of this study was a male; was 40 to 59 years of age; was as likely to have been a teacher as a college administrator before moving into his present position; had not recently been a graduate student; was hired from within the institution or from schools of below college level; had at least a master's degree; and received his more advanced degree in either education or administration since 1949.

The diversity found among administrators with reference to work and academic experience may be reflecting not only the infancy of the adult education movement, but also the infancy of junior college administration and adult education as graduate fields of study. Many of the junior colleges developed as extensions of secondary schools, which is a possible explanation for the relatively large portion of adult education administrators being recruited from the secondary schools. Irrespective of explanation, findings regarding administrator backgrounds do raise some significant question. Are graduate programs of junior college adminis-

tration and adult education keeping up with personnel needs of the junior college? Why aren't those majoring in adult education being hired as adult education administrators in the junior colleges? Is below-college administrative experience adequate experiential training for a person assuming the responsibilities of a junior college adult education administrator? Is teaching at any level adequate experiential background for the adult education administrator? What is the relationship between administrative background (job experience and education) and the quantity and quality of adult education programs administered? What is the relationship between administrator background and his attitude toward and cooperation with other adult education agencies in the community? Once again, these questions wait to be answered by those equal to the challenge.